

Arts Integrated Lesson Plan



ART FORM:
Music



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
Using music to express the mood of the story

Grade:
6

Contributor, School:
Beth Novick, Greenbelt Elementary School

Time Frame:
3–5 class sessions

State Curriculum Content Standards, Indicators, Objectives

Music Standard(s)

1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.
3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.
4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.

Reading/English Language Arts Content Standard(s)

3.0 Comprehension of Literary Text
Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Music Content Indicator(s)

1.1 Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures.
3.2 Preserve musical ideas through simple compositions and arrangements.
4.1 Evaluate selected musical compositions using established criteria.

Reading/English Language Arts Content Indicator(s)

3.3 Analyze elements of narrative texts to facilitate understanding and interpretation.

Music Content Objective(s)

1.1.c Listen to and describe music with attention to form, genre, cultural influences, performance media, and other prominent elements of music.
3.2.b Create a sound composition based on a literary work, a place, a personal experience, or other selected subject.
4.1.a Develop and apply evaluative criteria based on the elements of music.

Reading/English Language Arts Content Objective(s)

3.3.c Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects the characters.

Objective(s) (Connecting the content areas)

- Students will listen to music from three Latin American countries, identify the instruments used, the moods they create, and how they might be used to enhance the story.
- Students will re-read the story, and, through exploration, select classroom instruments to cooperatively

express moods of events in the story and story setting.

Key Arts Vocabulary

- *timbre*—the distinctive tone quality of a sound
- *dynamics* —varying degrees of volume (soft and loud). Dynamics can make the music more expressive:
 - piano*—soft
 - forte*—loud
 - diminuendo*—getting gradually softer
 - crescendo*—getting gradually louder

Key Reading/English Language Arts Vocabulary

- *mood*—the way the story makes the reader feel
- Spanish vocabulary listed in the glossary of the book

Prior Knowledge Students Need for This Lesson**Arts**

None

Reading/English Language Arts

Elements of a story: characters, setting, problem, solution, plot

Materials and Resources**Materials and Resources for the Class**

- Many instruments for exploration (30–40)
- Reading response materials
- Copy of book for each student

Materials and Resources for the Teacher

- Video clips from YouTube of three Latin American music presentations:
 - Afro-Peruvian music: Festejo
 - Sunrise on the Machu Picchu
 - Mexican Hip Hop Beat
- *Chato and the Party Animals* by Gary Soto and Susan Guevara

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)**Motivation**

- As a pre-reading activity, the teacher will ask the students to Think-Pair-Share to discuss how they feel on their birthdays or other important events in their lives [if they don't celebrate birthdays].
- Preview the Spanish vocabulary in the story. Allow Spanish speaking students to take lead roles in helping the class pronounce the vocabulary correctly.
- Ask students to watch three YouTube videos with Latin musicians to complete the Activity 1 graphic organizer in order to be prepared to describe what they saw and heard, and to make any additional comments. Students will be informed that in the story they are about to read, a birthday celebration will take place. Often celebrations include music, and often music is added to a story to set the mood. As the students read, they should be thinking of the type of music that might be used to express the mood of each event in the story.

Modeling

- Read the first three pages to the students. Discuss elements of the story e.g., characters, setting, problem, possible solutions, setting).
- Students continue reading on their own.
- After reading, students respond to this open ended question: Would you want the main character as a friend? Why or why not?

Guided Practice (after reading)**Part A**

- Show students the musical instruments. Model how to play a few of them.
- Allow students to play the instruments and explore the sounds they produce.
- Brainstorm together and make a list of the characters (e.g., Chato, Sharkie, Novio Boy, Samba, Flirty). Assign feelings and qualities to the characters.
- Ask students to return to the instrument table and select one instrument they think could represent a character and demonstrate how a character feels.
- Share this with the class.
- Review the rubric for Part B.

Part B

Independent Practice

- Use the teacher-made Beginning, Middle, End chart. Complete the Beginning section together. Students work independently to complete the Middle and the End.
- Divide the class into small groups—Beginning, Middle, End of the story.
- Each group will choose a picture in that section.
- Together they will infer and imagine the sounds in that setting.
- Develop a soundscape using musical instruments. (Review dynamics of sound and timbre.)
- Students practice their presentations.
- Students present their presentations.
- The audience guesses the setting/mood.
- Students explain to partners why they selected the instrument they did. Complete Part 2 of the graphic organizer.

Class Discussion

- Use the rubric to guide a discussion about how well the students were able to express the mood and setting of the story by using sound.
- Did the performance evoke a feeling or an emotion?
- Did the use of dynamics (i.e., level of volume) affect the mood of the performance in any way?
- Could the audience figure out the setting from the soundscape performance?

Closure/Summary

At home tonight, listen to one of your favorite songs and see if you can determine some of the instruments being played and the mood of the song. Remind students that the body can be an instrument.

Assessment (Description/Tools)

Use a rubric to evaluate each team's soundscape presentation.

	Standing Ovation (4)	Round of Applause (3)	Polite Clapping (2)	Back to Rehearsal (1)
Mood/Setting	Musical clearly reflects the mood, and setting is easily identified.	Musical somewhat reflects an understanding of the mood and setting of the story.	Musical vaguely reflects an understanding of the mood and setting of the story.	Musical does not reflect an understanding of the mood or setting.
Timbre	Instruments chosen very much express the mood of the story.	Instruments chosen somewhat express the mood of the story.	Instruments chosen vaguely express the mood of the story.	Instruments do not reflect the mood of the story.
Dynamics	Dynamics effectively convey mood.	Dynamics somewhat convey mood.	Dynamics rarely convey mood.	Dynamics do not convey mood.
Rhythm Pattern	A regular rhythm pattern is maintained	A rhythm pattern is present during the musical.	A rhythm pattern to the music is difficult to determine.	There is no regular rhythm pattern.

	throughout the musical.	musical.	to determine.	
Ensemble	Students cooperate throughout the lesson or performance.	Students usually cooperate during the lesson or performance.	Students rarely cooperate during the lesson or performance.	Students do not cooperate during the lesson or performance.

Students use the Beginning, Middle, End chart that was completed during the independent work time to help them respond to the Brief Constructed Response prompt.

Title of book: *Chato and the Party Animals* by Gary Soto and Susan Guevara

Beginning	Middle	End
Character	Character	Character
Setting	Setting	Setting
Mood	Mood	Mood
Factors	Factors	Factors

Possible Moods

tense	mysterious	humorous
gloomy	intense	hopeful
funny	sad	happy
unhappy	scary	lonely
exciting	silly	cheerful

Lesson Extensions

- When students write personal narratives or other writing assignments, use soundscape as a prewriting strategy.
- Ask students to tell the beginning, middle, and end of their own stories using a soundscape.
- Have students choose characters in this book that might be worthy of membership in the "Character

Hall of Fame.” Why/why not? Criteria: Does this person, character, event, or organism make a significant contribution that improves the lives of others?